



A-level

BENGALI

BENG2 Unit 2 Reading and Writing
Mark Scheme

June 2018

Version: 0.1 Pre-Standardisation

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Unit 2

The assessment objectives will be allocated in the following way.

| | | % of A2 | Marks |
|-----|------------------------------|----------------|--------------|
| AO2 | Response to written language | 75 | 75 |
| AO3 | Knowledge of grammar | 25 | 25 |
| | TOTAL | 100 | 100 |

| | AO2 | AO3 |
|-----------|------------|------------|
| Section 1 | 20 | |
| Section 2 | 15 | 5 |
| Section 3 | 40 | 20 |

| Question | Accept (any two) | Marks | Notes |
|----------|---|-------|------------|
| 1(a)(i) | <ul style="list-style-type: none"> ● দারুণ খরা ● অতি বৃষ্টি/সাইক্লোন/হারিকেন ● নানাবিধ সংক্রামক রোগের আক্রমণ | 2 | Or similar |

| Question | Accept (any two) | Marks | Notes |
|----------|---|-------|------------|
| 1(a)(ii) | <ul style="list-style-type: none"> ● রাস্তা-ঘাট ডুবে যায় ● অফিসআদালত/হাসপাতাল/বিমান-বন্দর/পরীক্ষা কেন্দ্রে সময়মতো পৌঁছতে না পারা ● লোকজন বাড়িঘর ছাড়া হয় | 2 | Or similar |

| Question | Accept (any two) | Marks | Notes |
|-----------|---|-------|------------|
| 1(a)(iii) | <ul style="list-style-type: none"> ● বেশি বিদ্যুৎ ব্যবহারের জন্য ● বেশি কয়লা ব্যবহারের জন্য ● বেশি গ্যাস ব্যবহারের জন্য ● বেশি পেট্রোল ব্যবহারের জন্য ● গাছপালা ধ্বংস করার জন্য | 2 | Or similar |

| Question | Accept (any one) | Marks | Notes |
|----------|--|-------|------------|
| 1(a)(iv) | <ul style="list-style-type: none"> ● সমুদ্রের তাপ বেড়ে যাবে ● পৃথিবীর পানির উচ্চতা ৩ মিটার বেড়ে যাবে ● মেরু অঞ্চলের বরফ গলে যাবে ● দক্ষিণ-পূর্ব এশিয়ার অনেক অঞ্চল বন্যায় প্লাবিত হবে | 1 | Or similar |

| Question | Accept (any one) | Marks | Notes |
|----------|--|-------|------------|
| 1(a)(v) | <ul style="list-style-type: none"> গাছপালা পৃথিবীর কার্বন ডায়ক্সাইড গ্যাস শোষণ করে গাছপালা বাতাসে অক্সিজেন ছাড়ে। | 1 | Or similar |

| Question | Accept (any two) | Marks | Notes |
|----------|---|-------|------------|
| 1(a)(vi) | <ul style="list-style-type: none"> বিজ্ঞানী/রাজনীতিকরা অনেক সচেতন হয়েছেন অনেক গবেষণা করছেন সভা-সম্মেলন ও আলোচনা হচ্ছে | 2 | Or similar |

| Question | Accept | Marks |
|----------|--------|-------|
| 1(b)(i) | B | 1 |

| Question | Accept | Marks |
|----------|--------|-------|
| 1(b)(ii) | A | 1 |

| Question | Accept | Marks |
|-----------|--------|-------|
| 1(b)(iii) | B | 1 |

| Question | Accept | Marks |
|----------|--------|-------|
| 1(b)(iv) | C | 1 |

| Question | Accept | Marks |
|----------|--------|-------|
| 1(b)(v) | A | 1 |

| Question | Accept | Marks |
|----------|--------|-------|
| 1(c)(i) | খরা | 1 |

| Question | Accept | Marks |
|----------|--------|-------|
| 1(c)(ii) | প্রবল | 1 |

| Question | Accept | Marks |
|-----------|------------|-------|
| 1(c)(iii) | আরাম-আয়েশ | 1 |

| Question | Accept | Marks |
|----------|--------|-------|
| 1(c)(iv) | আস্তরণ | 1 |

| Question | Accept | Marks |
|----------|--------------|-------|
| 1(c)(v) | এক তৃতীয়াংশ | 1 |

Total for Section 1 = 20 marks

For Section 2 the following criteria will be used for Response to Written Language (AO2).

| Response to Written Language (AO2) | |
|---|--|
| 12-15 | Very good understanding of the original, and translated accurately in language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar. |
| 8-11 | Shows good understanding of the original, and translated in language that has a wide range of vocabulary. Accurate, with only a few minor errors in spelling, punctuation and grammar. |
| 5-7 | Shows satisfactory understanding of the original, and translated in language that has a limited range of vocabulary. Errors in spelling, punctuation and grammar are intrusive and affect comprehension. |
| 2-4 | Shows poor understanding of the original, and translated in language that has a very limited range of vocabulary. Errors in spelling, punctuation and grammar impede comprehension. |
| 0-1 | Little or nothing of merit. |

For Section 2 the following criteria will be used for Knowledge of Grammar (AO3).

| Knowledge of Grammar (AO3) | |
|-----------------------------------|--|
| 5 | The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature. |
| 4 | Grammar is sound. Tenses and agreements are reliable, and errors occur only in the most difficult areas. |
| 3 | The grammatical structures are known, but success in applying them is inconsistent, especially in less common structures. |
| 2 | Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect. |
| 0-1 | Errors are elementary and so numerous as to impede comprehension. |

Total for Section 2 = 20 marks

Section 3

Only **two** questions/essays to be selected, **each** to be marked according to the following criteria.

Reaction/Response = 20 marks (AO2)

Knowledge of Grammar = 10 marks (AO3)

| Response to Written Language (AO2) | |
|---|---|
| 16-20 | Demonstrates a thorough knowledge and understanding of the topics/texts, with a wide range of sources and evidence used. The answer is relevant and is wide-ranging in its treatment of the topics/texts/question. A good range of points evaluated, with conclusions. Clear evidence of personal reaction, well-illustrated/justified. Well balanced and coherent. |
| 11-15 | Demonstrates sound overall knowledge and understanding of the topics/texts. A good range of sources and guidance is used. The answer is generally relevant to the topic/question. Some attempt at evaluation and some personal reaction, not always convincingly justified. Clear structure and logical progression. |
| 6-10 | Demonstrates some knowledge and understanding of the topics/texts. Source material and evidence is not always well used. Some evaluation evident, but relies on received ideas with little personal opinion. Some attempts at structure. Ideas generally not well supported. |
| 1-5 | Demonstrates only limited knowledge and understanding of the topics/texts. Limited range of sources and evidence. Superficial examples. Little relevant reaction/opinion/evaluation, generally factual or descriptive, lacks structure and order. |
| 0 | The answer shows no relevance to the topic/texts/question. A zero score will automatically result in a zero score for the answer as a whole. |

| Knowledge of Grammar (AO3) | |
|-----------------------------------|--|
| 9-10 | The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature. |
| 7-8 | Grammar is sound. Tenses and agreements are reliable, and errors occur only in the most difficult areas. |
| 5-6 | The grammatical structures are known, but success in applying them is inconsistent, especially in less common structures. |
| 3-4 | Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect. |
| 0-2 | Errors are elementary and so numerous as to impede comprehension. |

Notes for answers to questions 3 to 6

Literary Topics

Topic 1: Bengali Fiction

Question 3 (a)

This question asks the candidate to mention their favourite novel and discuss the novel briefly. The candidate is required to write about their favourite character from this novel with opinions.

Question 3 (b)

This question asks the candidate to choose a favourite story from a short story book they have studied and describe it briefly. The candidate is required to mention the reasons for their choice.

Topic 2: Bengali Poetry and Drama

Question 4 (a)

The candidate is required to identify a poet from a poetry book they have studied and then justify the value of the poet by analysing the quality of two of their favourite poems.

Question 4 (b)

This question is about a play the candidate has seen or read. This is based on the lifestyle of the Bengali people living in Britain. The candidate is also asked to discuss the various aspects of the play and give their opinions.

Non-literary topics

Topic 1: The Emergence of Bangladesh and Bengalis in Britain

Question 5 (a)

The main reason for the independence movement of Bangladesh was to establish Bangla as its state language. The candidate is asked to write briefly about how this movement was started and ended.

Question 5 (b)

The Bengali population is increasing day by day and Bengalis are moving ahead by doing various jobs and professions. As a result, they are contributing a lot to the British economy. This question asks the candidate to write an informative essay.

Topic 2: Bengali Cinema and Music

Question 6 (a)

This topic is on Bengali cinema. It asks the candidate to write about a popular film they have recently seen. This question also asks the candidate to put forward their opinions on the popularity of the film.

Question 6 (b)

This is on Bengali music. This question asks the candidate to write a brief essay about various folklores that are available in the villages of Bangladesh and West Bengal. This question also asks the candidate to make comments on one type of song they like best.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion